



2021-2022



BLUEPRINT OF EXCELLENCE



DIVERSE
BRAVE
Inspiring
Forward Thinking

SERVICE Empowerment
Community Collaborative
Supportive **DRIVEN**

EXCELLENCE

CARING
Encouraging
Nurturing



INNOVATIVE **LOVING**

Professional **STABLE**

Dedicated Commitment
Passionate

Integrity
Inclusive

TABLE OF CONTENTS

GCC Leadership	5
Letter from the Superintendent	6
Introduction	7
Vision.....	8
Mission	10
Values.....	12
Beliefs.....	13
Core Commitments	14
Strategic Plan for Diversity, Equity, and Inclusion	17
Current Year Opportunities, Future Planning, Dreams & Aspirations	18

GATEWAY COMMUNITY CHARTERS

GCC BOARD

Lillie Campbell
Board President

Bruce Mangerich
Board Vice President

Jack Turner
Board Secretary

Mark Anderson
Board Treasurer

Harry Block
Board Member

GCC LEADERSHIP

Dr. Cindy Petersen
Superintendent/CEO

Jason Sample
Deputy Superintendent

Dr. Christine McCormick
Assistant Superintendent

Omaira Reyna
Chief Business Official

GCC SCHOOL SITE LEADERSHIP

Jon Campbell, Community Collaborative Charter School

Larissa Gonchar, Community Outreach Academy

Dr. Jerry Kosch, Empowering Possibilities International Charter

Nataliya Panasiuk, Futures High School

Joi Tikoi, Gateway International School

Dr. Erin Marston, Higher Learning Academy

Morri Elliott, Sacramento Academic and Vocational Academy

Summer Ash, Sacramento Academic and Vocational Academy

Ashley Madden, Sacramento Academic and Vocational Academy

LETTER FROM SUPERINTENDENT



Dear GCC students, families, staff, supporters, and community members,

The Gateway Community Charters and the world ended the 2020-2021 school year in an unprecedented but hopeful manner. As we begin the 2021-2022 school year, we recognize the continuing pandemic, increased awareness of inequities, and the reopening of our economy. I am pleased to represent the GCC as we seek excellence in these uncertain times. Gateway Community Charters continues to refine, improve and fulfill its vision of creating quality school choice with an emphasis on serving vulnerable populations. As the GCC enters its nineteenth year, we are inspired by the story of the lotus flower. The lotus flower, is rooted in mud, surrounded by water and somehow finds a way to bloom and grow... A lotus flower is a survivor, it pushes its way through muddy waters and finds the sunlight. This year our motto is GCC Strong- Curiosity, Courage, and Commitment. This message will inspire, inform and guide our work across our nine schools and 19 physical locations in the 2021-2022 school year.



This document is a shared blueprint that outlines our work to ensure; a) that our students will be prepared to succeed in the world they live in now, and the one they will inhabit in the future and, b) that our organization retains its' focus on innovation, autonomy and sustainability.

The Blueprint for Excellence is a living document with input, revisions and additions made by multiple stakeholders, including the GCC staff and cabinet, school site administration, parents, our Community Business Advisory Council, GCC Foundation, and the GCC Board.

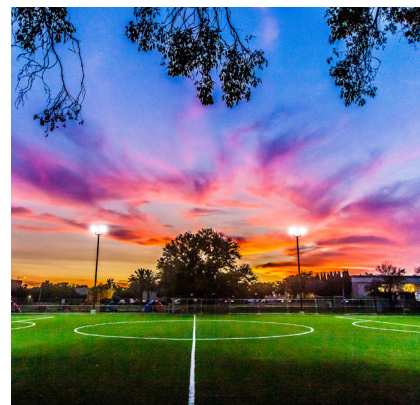
The Blueprint is designed to make clear the vision, mission, core values, core commitments, goals and future plans of the organization. It is our bold desire, our calling, and our focused intent to create a whole system of excellence, rather than episodic pockets of excellence. We are committed to using data and metrics – qualitative, quantitative, and anecdotal - to hold ourselves accountable for our students' success.



As a Capturing Kids' Hearts National Showcase organization, we believe that strong positive relationships are the foundation for everything we do from the classroom to the boardroom and out into the community.

With heart,

Dr. Cindy Petersen

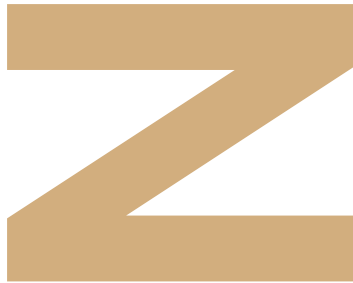


Gateway Community Charters (GCC) has been a cornerstone of Sacramento area public education, providing these options for over nineteen years. Educators, parents, community, and political stakeholders recognize the value of providing public school choice options, especially to those students who have historically been underserved. With nine charter schools, five authorizers, and over 5,200 students, the GCC has demonstrated that it plays a vital role in providing options for the diverse needs of youth in our region.

Within this role, Gateway Community Charters will seek to grow responsibly within its existing schools and facilities to reach building/site capacity. In addition to excellence in our nine charter schools, GCC will continue to expand efforts to increase our public charter school choice offerings and increase our impact on area youth. Specifically, GCC hopes for the future are to open two new charters in the next 5 to 7 years.

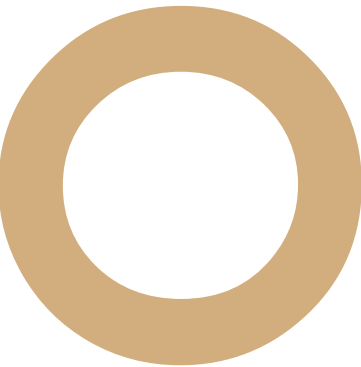
Our staff is truly the cornerstone of our service to the community. Gateway Community Charters currently has over 600 incredible staff members serving our students and families. The present and the future of the GCC is predicated on the administrators, teachers and site staff and their excellence. The GCC is committed to continuous improvement as an organization and as schools – but more importantly, we are committed to growing and developing our people to reach their potential as we know that it is the adults in the building that most significantly impact our student outcomes.

As our organization has grown, our central office functions and infrastructure has, of necessity, grown. As we continue our journey, the organization continues to refine its business services, personnel services, and other key central office functions to ensure optimal outcomes to support our schools in fiscally responsible ways.



A vision sets the direction of where we want to go and what we want to do as an organization.

Our GCC vision is to provide all students, regardless of circumstance, a safe, caring school choice with high academic and behavioral expectations where they can reach their fullest academic and social potential.



EACH OF OUR SCHOOLS HAS A UNIQUE VISION

COMMUNITY COLLABORATIVE CHARTER SCHOOL (CCCS):

The vision of CCCS is to establish a personalized setting, serving a full range of students, explicitly designed to cultivate their transition to successful post-secondary educational, vocational and personal endeavors.

COMMUNITY OUTREACH ACADEMY (COA):

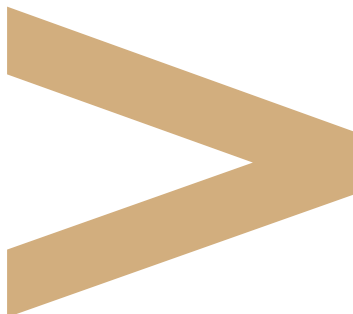
The vision of Community Outreach Academy is to continue successful implementation of a program that fosters high academic achievement in a safe, nurturing environment. Our vision is for faculty, staff and parents to work together to offer student the best educational experience possible. The program will retain the most highly qualified teachers as well as offer faculty opportunities to grow professionally, and offer students the highest quality of public education available.

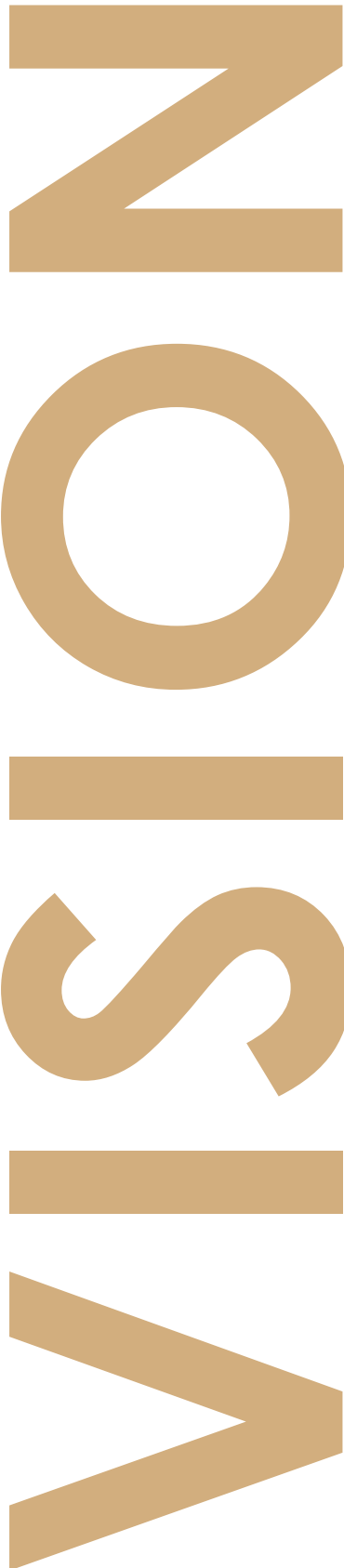
EMPOWERING POSSIBILITIES INTERNATIONAL CHARTER (EPIC):

To prepare our students for the competitive global economy, EPIC will provide a safe learning environment that fosters student risk-taking, inquiry and independent thinking skills.

FUTURES HIGH SCHOOL (FUTURES):

Futures High School, working as a partnership between parents, administration, and faculty seeks to develop students to their fullest potential so they will have for themselves, a life filled with enriching opportunities. Futures provides students with a quality educational program focused on preparing students for success in a global society.



**GATEWAY INTERNATIONAL SCHOOL (GIS):**

Gateway International School (GIS) will provide a safe learning environment where students are empowered to develop; international awareness, self-sufficiency, and a sense of pride in their academic and personal success.

HIGHER LEARNING ACADEMY (HLA):

To prepare our students for the competitive global economy, Higher Learning Academy will provide a safe learning environment that fosters student risk-taking, inquiry and independent thinking skills.

SACRAMENTO ACADEMIC AND VOCATIONAL ACADEMY (THREE CHARTERS: SAVA-TRUSD, SAVA-EGUSD, SAVA-SCUSD):

SAVA's vision is to establish a personalized setting, serving a full range of students, designed to foster the transition of students to the world of work or post-secondary education. SAVA students have the opportunity to meet requirements for graduation with a high school diploma as well as meet the requirements for entry-level employment, apprenticeship programs, post-secondary career technical training or transition to two- or four-year colleges.

MISSION

The mission is a declaration of the unique identify to which the organization aspires and its unique and specific purpose.

Gateway Community Charters, Inc. (GCC) is an independent non-profit agency that supports students, parents and the community through the conception, development, administration and governance of innovative, high quality, standards-based educational school choice options within the greater Sacramento region.

EACH OF OUR SCHOOLS HAS A UNIQUE VISION

COMMUNITY COLLABORATIVE CHARTER SCHOOL (CCCS):

It is the mission of CCCS to provide high quality curriculum, instructional support, and community and social resources to families and students in our community.

COMMUNITY OUTREACH ACADEMY (COA):

Gateway Community Charters (GCC) and the Community Outreach Academy (COA) were founded with a commitment to develop the academic talents of its students, while nurturing their appreciation and understanding of their rich cultural heritage, and the place they take as citizens in our state and nation. In providing a multicultural education, including curriculum representing the student's language and literature of their heritage, delivered in a supportive environment, the faculty will develop the student's ability to apply lessons as they grow and maximize their individual, social, academic and personal development and contribute to our diverse community.

EMPOWERING POSSIBILITIES INTERNATIONAL CHARTER (EPIC):

All EPIC students will acquire knowledge, concepts, and skill to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

MISSION

FUTURES HIGH SCHOOL (FUTURES):

A dedicated and highly qualified faculty provides Futures High School students with an excellent, standards-based education that will prepare them for the rigor of the university and the competition of the workplace in a global environment. Our students are taught about the history and culture of their home countries, as well as the rich diversity and varied experiences of all who have come to the United States.

GATEWAY INTERNATIONAL SCHOOL (GIS):

Our mission is to develop the whole child as a compassionate, life-long learner. Through inquiry, reflection and rigor, students will become globally aware and actively involved in their community and the world.

HIGHER LEARNING ACADEMY (HLA):

All students at Higher Learning Academy will acquire knowledge, concepts, and skills to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

SACRAMENTO ACADEMIC AND VOCATIONAL ACADEMY (THREE CHARTERS: SAVA TRUSD, SAVA, EGUSD, AND SAVA SCUSD):

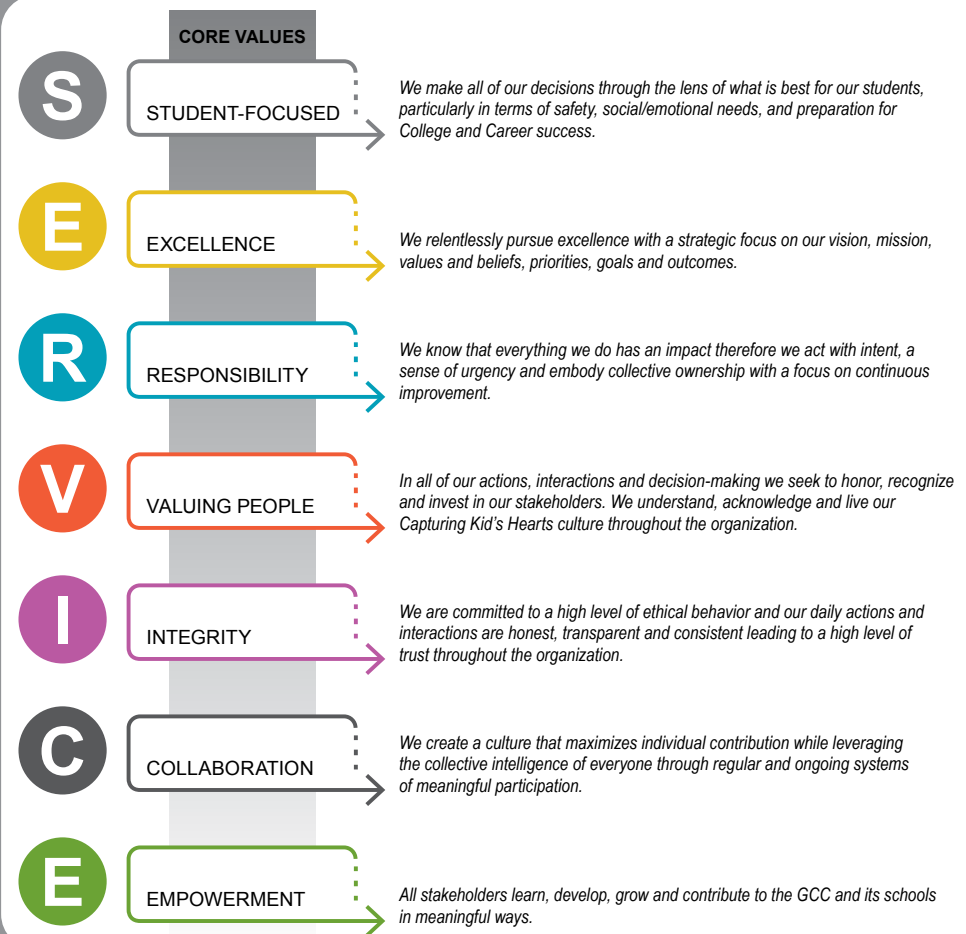
It is the mission of the Sacramento Academic and Vocational Academy (SAVA) to provide high quality curriculum, instructional support, and community and social resources to families and students in our community.

GATEWAY COMMUNITY CHARTERS

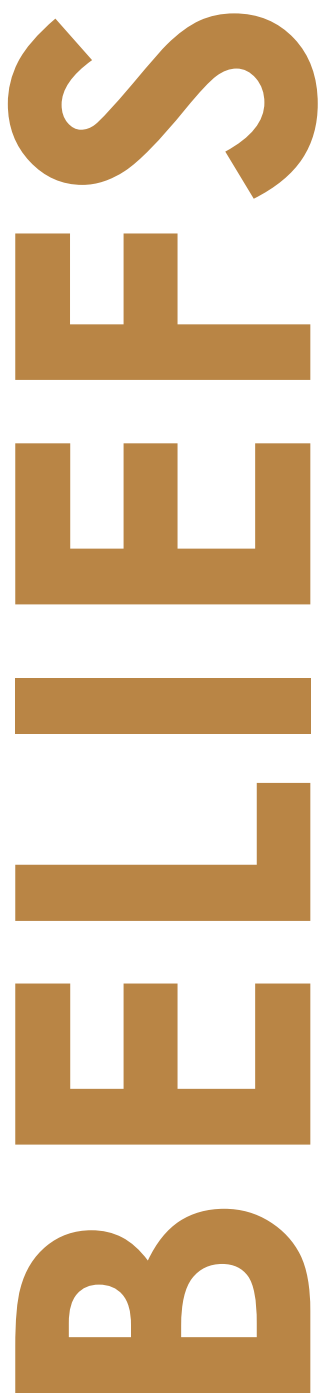
SEVEN VALUES

According to Patrick Lencioni, “Core values are the deeply ingrained principles that guide all of a company’s actions; they serve as its cultural cornerstones.”

Gateway Community Charters Core Values were developed across multiple years and many stakeholder groups. The Core Values are reviewed and reaffirmed by the administrators, the Board, and Gateway Community Charters annually. These Core Values drive our daily behaviors, decisions, and actions. We honor and recognize staff who exhibit them on an ongoing and regular basis.



SERVICE – We invest time, resources, and energy in serving all stakeholders, while supporting a culture that values and practices service.



Beliefs are an expression of fundamental values, overriding convictions, and inviolable principles.

WE BELIEVE that all children can learn, and we create opportunity through schools of choice that serve the educational needs of all students focused particularly on culturally diverse, vulnerable, un-served, and underserved populations such as the disenfranchised, economically disadvantaged, homeless, parenting teens, working young adults, fifth-year seniors, English language learners and more.

WE BELIEVE in a compelling, different, and vibrant future through the creation of shared purpose. This future interests us, compels us, and inspires us – it is something we work toward collaboratively and collectively – a magnificent and significant portrait of our bold desire to change lives and shape outcomes for our students, our communities, and our world.

WE BELIEVE in the power of enlisting other people in the dream, to shape the dream, to believe with us and to stay dedicated to the dream. We have an authentic desire to see people involved in this process of enlisting others to build this vision and ideal future together, partly because we understand that we support what we co-create.

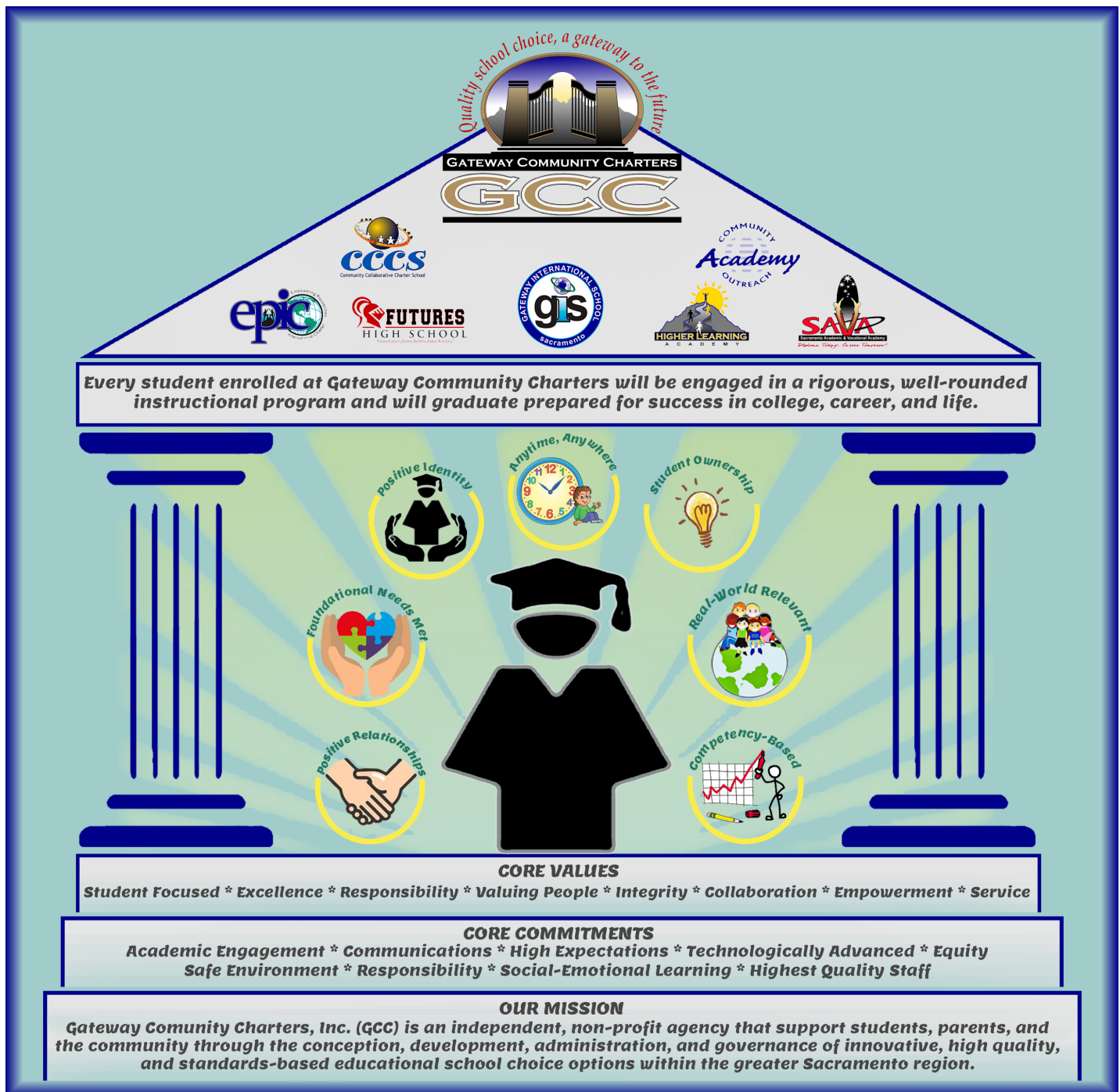
WE BELIEVE our integrity is embodied by the work to tirelessly create and ensure congruence between who we are, what we do, and how we do it.

WE BELIEVE in the empowerment of our stakeholders by providing connected autonomy, opportunity for input, resources, training, coaching and developing so that we can all succeed in carrying out our compelling vision.

WE BELIEVE in the power of reflection at all levels; observing, reviewing data, getting feedback, having powerful conversations and being open to change.

WE BELIEVE that a foundation of organizational success is the commitment to build meaningful, productive relationships across and within our schools and our organization - with every student and every colleague.

CORE COMMITMENTS AND GOALS



OUR CORE COMMITMENTS



1. Recognizing that equity does not mean equality, the GCC works to align systems, accountability, support and resources to achieve excellence for all students by providing high quality, rigorous instruction, curriculum and educational opportunity and by ensuring academic engagement for all students.

2. Utilize open communication and collaboration with and among staff, parents, business and community members to ensure unity and ownership in the vision and goals of the GCC.

3. Establish an educational environment defined by high expectations that promote responsibility and accountability of students, staff and parents, and one that nurtures and motivates students to pursue their full potential in academic performance and citizenship.

4. Integrate a technologically advanced educational environment and support system that promotes student learning anytime, anywhere and allows learners to strategically utilize time, space and resources to optimize learning.

5. Provide a secure, safe, inclusive and equitable learning environment for all students and staff that promotes and fosters a learning environment that is culturally responsive, practices positive discipline, improves school climate, and provides social- emotional learning and support.

6. Vigorously pursue the enhancement of the GCC's capacity for excellence in current and future proposed schools and programs within the parameters of fiscal capacity and responsibility.

7. Recruit, develop, and retain the highest quality diverse and talented faculty and staff.



Student Centered Learning: Reflect and incorporate Anytime- Anywhere Learning best practices learned during the pandemic including the offering of high quality distance learning options.

Learning Recovery: Recognizing this unique time following the pandemic/distancing learning, the focus will be on both academic recovery and social emotional well-being ensuring the use of high quality assessment and incorporating innovations learned during COVID-19.

Student Achievement: Increase academic achievement for all learners while closing the gap between student populations in pursuit of excellence using research-based practices including English language development and a particular focus on mathematics.

Parent/Caregiver and Community Investment and Support: Welcome, inform and actively engage students, parents/caregivers, and the greater community regarding the educational priorities, processes, initiatives, challenges, and the opportunities for growth within the GCC and each school.

Curriculum: Develop, implement, assess, and support implementation of a school specific Instructional Framework and support the learner-centric model which includes a high quality, aligned framework that supports planning, instruction, learning environment and professional practices and responsibilities.

School Culture and Environment: All campuses and GCC facilities provide an equity informed educational environment that reflects a commitment to students' and staff's social and emotional needs, safety, security, and, also includes high standards for citizenship among students, staff, community, and visitors.

College and Career Readiness: Design programming that equips all learners in developing their voice, focusing on a growth mindset, resiliency, grit and agency to have the social, emotional, and academic skills necessary to be college, career, and life ready.

Highest Quality Staff: Recruit, develop, and retain the highest quality diverse and talented faculty and staff.

STRATEGIC PLAN FOR DIVERSITY, EQUITY, & INCLUSION

Diversity, Equity and Inclusion:

Gateway Community Charters respects, affirms, and protects the dignity and human worth of each member of its community. We value differences and seek to actively pursue diversity, advance inclusion and ensure equity. The GCC Strategic Plan for Diversity, Equity and Inclusion strives to be a driving force for promoting shared values within our organization and our schools in order to promote a welcoming environment and inclusion excellence for people of all identities, diverse perspectives and life experiences. From this perspective, we envision schools where every student meets their highest potential and where differences are celebrated and maximized to achieve excellence.

MISSION

Gateway Community Charters will actively include and value all stakeholders while working to meet students' unique learning needs while actively developing their understanding and respect of difference, therefore preparing students to thrive in an inclusive, global society.

GOALS

Goal 1. Ensure a welcoming, safe, inclusive and equitable school community.

Goal 2. Reduce the opportunity gap for structurally disadvantaged students.

Goal 3. Incorporate the use of culturally relevant and responsive instruction and curriculum.

Goal 4. Recruit and retain diverse and culturally competent administrators and staff.

Goal 5. Create and Ensure Culturally Responsive and Equity Informed Policies and Practices.



CURRENT YEAR OPPORTUNITIES

COVID-19 Pandemic:

During the 2019-20 school year the world was greatly impacted by the global pandemic known as Coronavirus (COVID-19). On March 16, 2020, GCC and most United States schools closed to limit the spread of COVID-19. This forced closure caused many schools to ask how the Pandemic will affect students socially, emotionally, and academically. The research on childhood trauma offers useful insights to schools because, as a public health crisis, COVID-19 represents a distressing incident. Efforts to understand COVID-19's impact remain complicated by continued uncertainty regarding the Pandemic's severity and duration, with the crisis resembling an acute traumatic event initially and perhaps evolving into a chronic traumatic situation (especially for families who encounter financial insecurity and/or homelessness due to unemployment). For the 2020-21 school year the GCC and our schools continued to refine our implementation of distance learning and social emotional support for our students and staff. As we moved forward into the school year and our eventual return to in person instruction we continued the journey of excellence in supporting our students, staff, and families during these unprecedented times. During this time GCC has leverage and will continue to leverage multiple state and federal funds and resources. Throughout GCC's history, we always strive to have student needs at the forefront of every fiscal decision.

Learning Loss and Recovery:

School systems across the United States will require the exploration of research-based supports for student academic recovery from learning lost due to COVID-19 pandemic-related extended school closures. Research suggests, schools will need to go beyond typical remediation or enrichment opportunities to recapture the learning. During the 2021-22 school year the GCC will implement following components that are derived from best practices and research such as;

1. Determining and addressing immediate needs of students and families.
2. Implementing strategies and practices to address school-wide academic goals that support the continued growth of students.
3. Accelerate Learning
4. Provide social-emotional support for students and staff

CURRENT YEAR OPPORTUNITIES

Gateway Community Charters Virtual Academy:

The GCC Virtual Academy is intended to be a rigorous educational option that meets state standards. GCC Virtual Academy's online learning environment will foster creativity, critical thinking, communication, and collaboration, as well as mastery of information and technology skills--all of which are essential for preparing students for college and career in a global society. Students will experience teaching and learning from virtually anywhere a computer will take them. The curriculum is provided in collaboration with all GCC schools. Classes span from core subjects to a variety of electives with a strong emphasis on building skills and critical thinking.

Diversity, Equity, and Inclusion Strategic Plan:

The GCC is committed to fully embracing our rich, diverse community expressed through race, ethnicity, socioeconomic status, ability, sexual orientation, gender identity, gender expression, religion, national origin, immigration status, language background, language proficiency, and family structure. We recognize that it will take a commitment to open hearts and minds. We are prepared to continue the work, and we are continuing to implement the Strategic Plan for Diversity, Equity, and Inclusion. The Strategic Plan for Equity provides guidance and a clear path for the work of the GCC, Superintendent, Board, staff, stakeholders, and the community. We acknowledge that this work is not done in isolation and requires the active engagement of parents, families, community, and school staff. We recognize that family engagement works best when it focuses on student learning, is built on foundations of trust and healthy relationships, and families and teachers see each other as equal partners. The goals and strategies of the strategic plan are envisioned through the lens of parents/caregivers as equal partners. We understand that the strategic plan and our work with; administrators, school site staff, as well as outside experts assist us in moving toward our goals for diversity, equity and inclusion.

CURRENT YEAR OPPORTUNITIES

Firehouse Community Center/Community Cafe:

Last year implementation began on the creation of a Café at the Firehouse Community Center that would be a joint venture of CCCS, SAVA, and Futures High School. Currently, ideas include serving coffee and lattes and SAVA culinary food, using the fresh produce at the Firehouse Community market for the making of salads and other healthy options, provide an Internet café and help older community members, living history interviews/video, student run café to learn college and career readiness skills, customer service etc. As this concept has developed, we have purchased the coffee cart and outlined a business plan and program outline. The GCC has developed funding connections and partnerships such as SMUD, Sierra Health Foundation, Mutual Assistance Network, North Sacramento Chamber of Commerce, and local bank partners. During the 2021-22 school year we anticipate opening the café and implementing the living history component.

Community Outreach Academy – K-8 Support and Integration:


Planning and development started during the 2019-20 school year for the move of the sixth grade classes from COA Elementary to COA Middle School during the 2020-2021 school year. This grade reconfiguration allowed for the maximization of facilities and program offerings. During the 2021-2022 school year, GCC and site staff implemented a reconfiguration that brought all of the Community Outreach Academy program under one administrative structure. This change will allow students and families to have instructional and programmatic alignment between the Elementary and Middle School programs.

Brandman University Partnership:

GCC formed a partnership with Brandman University to offer opportunities for growth and professional development for current GCC employees. This partnership has three main areas of focus; 1) Assisting current employees who don't hold a teaching credential to earn one, 2) Assisting current teachers in pursuit of a special education credential, and 3) Assisting teachers interested in pursuing a master's or doctorate degree.

Parent Engagement and Outreach:

The GCC and our schools recognize parents as key stakeholders and partners in the education and support of our students. For the GCC meaningful parent engagement is when schools see parents as equal partners in promoting student achievement and recognize parents' talents and skills as resources to promote children's educational development. When parents are involved, students experience improved outcomes and success. Recognizing the unique nature of the COVID-19 Pandemic and distance learning the GCC Community Engagement and Development department will work to support parents in a virtual world through events and programs and coordinating parent engagement efforts with local social services and non profits.



CURRENT YEAR OPPORTUNITIES

Capacity Building (Building Our People):

Investing in our staff has always been part of the core of the GCC. Throughout our 18th year existence, we have offered several opportunities and book studies for all staff. For the 2020-21 school year, Superintendent Dr. Cindy Petersen led her 26th and 27th cohort of "Crucial Conversations," GCC Superintendent and Cabinet led a cohort of Leadership Development Academy, we likewise offered quarterly Campfires. After a successful Leadership Development Academy in 2020-21, this offering will take a hiatus and will be offered again at a later date. As we continue to prioritize the building of our people we will continue to create professional growth opportunities. In the 2021-22 year we plan to continue hosting Campfires and offering EdCamps that are taught by staff members with interest or expertise in the area. GCC will continue to go deeper in our work with author and consultant Lyle Kirtman to build leaders at all levels.

Capacity Building (Growing Leadership):

GCC has always made it a priority to grow leadership from within the organization. As we move into the 2021-22 school year we have expanded to three new director roles that will fulfill critical needs for multiple GCC schools and programs. Each of the three directors are currently principals, therefore it will be necessary to grow leadership at each of their school sites.



Organization Life Cycle:

The GCC is cognizant that at eighteen years into this journey the organization is moving into a new phase in their organizational life cycle. As our organization matures, without awareness, data, reflection and innovative action within the organization may naturally decline. Successfully navigating the execution life cycle is like climbing a mountain that is forever growing. The mountain itself is made up of problems to solve. Why problems? Because entropy is always at work causing disintegration. Still, the point is not to solve all our problems (this would mean there's no more change and we're fundamentally dead). The point is being able to always move on to a higher class of problems. As a learning organization, we recognize that we must climb the mountain step by step remembering that the higher we go, the better the view. Innovation, creativity, rejuvenation and re-birth are all necessary components to avoid organizational decline.

Organizational Sustainability:

According to the Center on Reinventing Public Education (CRPE), seventy-one percent of the 400 charter school leaders surveyed for their 2010 study said they expected to leave their schools within five years. They go on to state "Schools succeed or fail based largely on who is leading the organization". The data suggests that principals and superintendents in districts and in charters serve an average of approximately three years before changing jobs or organizations. Gateway Community Charters has had the benefit of a number of high quality principals and cabinet members who have far exceeded these averages. The GCC needs to become more mindful and strategic regarding long-term succession planning. As a mature charter school management organization we need to be intentional and deliberate in our succession planning for key leadership roles, from the superintendent to principals and extending to the board as well.

Financial Sustainability:

With a history of quality fiscal practices, GCC leveraged the multiple and short term federal and state funds during the 2020-21 school year. The 2021-22 fiscal outlook continues to be full of uncertainties. As a mature charter school management organization, we will continue to be intentional and deliberate in our financial sustainability planning. The GCC continues to seek ways to develop fund development strategies through the GCC Foundation, philanthropic and corporate donors.

TK/Pre-school/Early Childhood Learning:

With an increased interest in the area of Childhood Learning and Early Education by Governor Newsom and other local elected officials. The GCC Board and staff level discussions have touched on the community interest in GCC increasing our offerings in relation to the younger child. Community and staff believe that access to quality learning environments at a young age lead to later academic success. This discussion has centered on our communities of high need. Except for TK – this is a departure from our current funding sources and is a bandwidth issue as to expertise as well.

GCC Alumni:

As the GCC enters its eighteen year we continue to look for ways to meaningfully and intentionally engage our Alumni. The benefit of engaging our Alumni beyond their time at a GCC school is priceless. We see this as an opportunity to have Alum return as mentors, classroom speakers, and future employees. We anticipate creating a system that will utilize data tracking and other systems that will keep us in relationship with our Alumni and provide another vehicle to substantiate success.

Career Technical Education Pathways:

As the Sacramento region continues to grow so does the opportunities for our students. GCC has an interest in the development and growth of high interest pathways such as; Cyber Security, Technology and Coding, Medical Science, Environmental Science, and Floral Design. We have no current expansion plans for these career technical education pathways however they remains on the list as a future possibility that is responsive to employment and labor workforce needs of the community. CTE pathways in all high school programs continues to be an area of opportunity for our schools.

Aviation and/or Aerospace Pathway, Program and/or Charter:

Over the course of the last three years the GCC has developed a renewed relationship with our partner the Aerospace Museum of California. The Executive Director is an active member of our Community Business and Advisory Council, our Deputy Superintendent is a member of the their Education Program Committee. We continue to look for ways that we can support both entities as such; further meetings, discussion and research are proposed to discuss options and viability. During the 2021-22 school year work will begin to explore a CTE Pathway at CCCS with an Aerospace focus.

(NOTE: The GCC held an aerospace charter for 5 years and voluntarily chose not to renew it due to quality considerations.)

Café Concept Replication:

Through our existing and robust partnership with the Aerospace Museum of California, an opportunity to replicate the Firehouse Café project concept with a cafe located at the museum to be named “Props Cafe.” The museum would host the Café that would, in addition to serving the patrons of the museum but would include a “living history” project that will capture the stories of flight and aerospace history in the North Highlands, McClellan, and Sacramento County.

New Classroom Based CTE Charter:

The GCC is exploring the concept of a new classroom-based vocational charter with a Project- Based Learning/CTE academic framework used to provide active, hands-on, and relevant educational experiences for our region's most at-risk students. The charter will create cross curricular experiences allowing students to work on real-life projects, develop and practice skills under the mentoring of professionals, and contribute to our community in very tangible and meaningful ways. This school will be designed to address an increased need to provide Career Technical Education training to high school students to fill labor market demands in the Sacramento region.

International Baccalaureate (IB) High School:

The GCC currently has three K-8 schools in various stages of IB implementation and certification. GCC board and staff have held strategic discussions over multiple years regarding a small IB High School (Middle Years Programme and Diploma Programme) for the three schools to feed into as a strategic future move. The location would need to be in the epicenter of the other three locations, and transportation might need to be considered. It is expected that this charter petition would begin development concurrently with the exploration of possible locations and political ramifications.



DREAMS AND ASPIRATIONS

GCC Mobile Medical Clinic:

School-based health care is a powerful tool for achieving health equity among children and adolescents who unjustly experience disparities in outcomes simply because of their race, ethnicity, or family income. Critically needed services like medical, behavioral, dental, and vision care directly in schools so that all young people, no matter their zip code, have equal opportunity to learn and grow. In the communities that GCC serves, there is a high need for health care services for students.

By integrating into the education environment, school-based medical clinics contribute directly to the school's mission and deliver outcomes such as reduced student absenteeism and early intervention and identification for special services and support. GCC staff will work to identify a health care partner to join us in implementing this concept.







Overview of Gateway Community Charters

	<p>Community Collaborative Charter School</p>	<p>5715 Skvarla Avenue (McClellan) 3701 Stephen Dr. (N. Highlands) 2945 Ramco St., Ste 200 (West Sac.) 810 Grand Avenue (Firehouse)</p>
	<p>Community Outreach Academy</p>	<p>5640 Dudley Blvd (McClellan) 5637 Skvarla Ave., (McClellan) 3337 James Way (McClellan) 5800 Skvarla Ave., (McClellan) 5712 Dudley Blvd., (McClellan) 5726 Dudley Blvd., (McClellan) 3800 Bolivar Ave., (N. Highlands)</p>
	<p>Empowering Possibilities International Charter</p>	<p>2945 Ramco Street West Sacramento, CA 95691</p>
	<p>Futures High School</p>	<p>900 Grace Avenue Sacramento, CA 95838</p>
	<p>Gateway International School</p>	<p>900 Morse Street Sacramento, CA 95864</p>
	<p>Higher Learning Academy</p>	<p>900 Grace Avenue Sacramento, CA 95838</p>
	<p>Sacramento Academic and Vocational Academy</p>	<p>5330 Power Inn Rd (Sacramento) 3141 Dwight Rd (Elk Grove) 6207 Logan Street (SIM Center) 810 Grand Avenue (Firehouse) 1214 N Market Blvd (Natomas) 815 S Street (CIA)</p>

